

## Lesson Plan

# 20.1

## What Is a Fungus?



**KEY:** *SE* = Student Edition, *TWE* = Teacher Wraparound Edition, *TCR* = Teacher Classroom Resources, *NGS* = National Geographic Society videodisc, *BDOL* = Biology: The Dynamics of Life

pp. 544–550

1 class session(s)

### Section Objectives

- **Identify** the basic characteristics of fungi.
- **Explain** the role of fungi as decomposers and how this role affects the flow of energy and nutrients through food chains.

### National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1, A.2; C.1, C.4, C.5, C.6; F.5

### Georgia QCC

1.1, 1.3, 1.4, 2.1, 3.2, 5.2, 17.2, 25.3

### Focus

Section Focus Transparency 48 and Master Getting Started Demo, *TWE* p. 544  
Bellringer, *TWE* p. 545

### Teach

\_\_\_\_\_ MiniLab 20-1, *SE* p. 546  
\_\_\_\_\_ Problem-Solving Lab 20-1, *SE* p. 550  
\_\_\_\_\_ Alternative Lab, *TWE* p. 546  
\_\_\_\_\_ Quick Demo, *TWE* p. 547

\_\_\_\_\_ Portfolio, *TWE* p. 548  
\_\_\_\_\_ Biology Journal, *TWE* p. 549  
\_\_\_\_\_ *BioLab and MiniLab Worksheets*, p. 93 *TCR*  
\_\_\_\_\_ *Spanish Resources*

### Assess/Reteach

\_\_\_\_\_ Section Assessment, *SE* p. 550  
\_\_\_\_\_ Check for Understanding, *TWE* p. 549  
\_\_\_\_\_ Reteach, *TWE* p. 549  
\_\_\_\_\_ *Concept Mapping*, p. 20 *TCR*  
\_\_\_\_\_ *Reinforcement and Study Guide*, pp. 87–88 *TCR*  
\_\_\_\_\_ *Content Mastery*, pp. 97–98, 100 *TCR*

### Enrichment/Application

\_\_\_\_\_ Enrichment, *TWE* p. 548  
\_\_\_\_\_ Extension, *TWE* p. 549  
\_\_\_\_\_ *Tech Prep Applications*, pp. 29–30 *TCR*  
\_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 20 *TCR*

### Close

\_\_\_\_\_ Activity, *TWE* p. 550

### Chapter Assessment

\_\_\_\_\_ Assessment, *TWE* pp. 546, 547, 548, 549, 550  
\_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*  
\_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*

### Multimedia Options

\_\_\_\_\_ **BDOL CD-ROM** Section 20.1 Summary; Video: *Fungal Decay*; Exploration: *The Six Kingdoms*  
\_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 20 videotape  
\_\_\_\_\_ **ExamView®Pro Software**, Ch. 20

\_\_\_\_\_ **BDOL Videodisc:** *Fungal Decay*  
\_\_\_\_\_ **Videodisc:** *The Secret of Life: Six Kingdoms*  
\_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*  
\_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

# Lesson Plan 20.2

## The Diversity of Fungi



**KEY:** *SE* = Student Edition, *TWE* = Teacher Wraparound Edition, *TCR* = Teacher Classroom Resources, *NGS* = National Geographic Society videodisc, *BDOL* = Biology: The Dynamics of Life

pp. 551–565

3 class session(s)

### Section Objectives

- Identify the four major divisions of fungi.
- Distinguish among the ways spores are produced in zygomycetes, ascomycetes, and basidiomycetes.
- Summarize the ecological roles of lichens and mycorrhizae.

### National Science Content Standards

UCP.1–5; A.1, A.2; C.1, C.3–6; F.1, F.4, F.5; G.1–3

### Georgia QCC

1.1, 1.2, 1.3, 2.1, 3.2, 12.1, 17.1, 17.2, 25.2, 25.4

### Focus

\_\_\_\_\_ Section Focus Transparency 49 and Master  
\_\_\_\_\_ Bellringer, *TWE* p. 551

### Teach

\_\_\_\_\_ MiniLab 20-2, *SE* p. 554  
\_\_\_\_\_ Inside Story, *SE* p. 555  
\_\_\_\_\_ Problem-Solving Lab 20-2, *SE* p. 558  
\_\_\_\_\_ Internet BioLab, *SE* p. 560  
\_\_\_\_\_ Social Studies Connection, *SE* p. 562  
\_\_\_\_\_ Biology Journal, *TWE* pp. 552, 553  
\_\_\_\_\_ Portfolio, *TWE* pp. 552, 557, 558  
\_\_\_\_\_ Quick Demo, *TWE* p. 553  
\_\_\_\_\_ Cultural Diversity, *TWE* p. 556  
\_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 94–96 *TCR*  
\_\_\_\_\_ *Laboratory Manual*, pp. 141–144 *TCR*  
\_\_\_\_\_ Basic Concepts Transparencies 31, 32 and Masters  
\_\_\_\_\_ *Spanish Resources*

### Assess/Reteach

\_\_\_\_\_ Section Assessment, *SE* p. 559  
\_\_\_\_\_ Reinforcement, *TWE* pp. 552, 556  
\_\_\_\_\_ Check for Understanding, *TWE* p. 559  
\_\_\_\_\_ Reteach, *TWE* p. 559  
\_\_\_\_\_ Reteaching Skills Transparency 31 and Master  
\_\_\_\_\_ *Reinforcement and Study Guide*, pp. 89–90 *TCR*  
\_\_\_\_\_ *Content Mastery*, pp. 97, 99–100 *TCR*  
\_\_\_\_\_ *5 Days to the Georgia High School Graduation Test*, *TCR*

### Enrichment/Application

\_\_\_\_\_ Enrichment, *TWE* pp. 552, 556, 557  
\_\_\_\_\_ Extension, *TWE* p. 559

### Close

\_\_\_\_\_ Discussion, *TWE* p. 559

### Chapter Assessment

\_\_\_\_\_ Chapter Assessment, *SE* pp. 563–565  
\_\_\_\_\_ Assessment, *TWE* pp. 554, 556, 558, 559, 561  
\_\_\_\_\_ **BDOL Interactive CD-ROM**, Chapter 20 quiz  
\_\_\_\_\_ *Chapter Assessment*, pp. 115–120 *TCR*  
\_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*  
\_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*

### Multimedia Options

\_\_\_\_\_ **BDOL CD-ROM** Section 20.2 Summary;  
Animation: *Life Cycle of a Mushroom*; BioQuest:  
*Biodiversity Park*  
\_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 20 videotape  
\_\_\_\_\_ **ExamView® Pro Software**, Ch. 20  
\_\_\_\_\_ **BDOL Videodisc**: *Life Cycle of a Mushroom*  
\_\_\_\_\_ **Videodisc**: *Fungi, Mycorrhizae*  
\_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*  
\_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)